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ABSTRACT

The purpose of this pamphlet is to aid teachers, counselors, administrators, paraprofessionals, and other support personnel in alleviating the problem of missing and abducted children. After an introductory overview of the national incidence of missing children, three specific categories of missing children are identified and discussed: runaways, parent abductions, and abductions by unknown persons. The ensuing sections identify measures schools can take to prevent abductions: tracking students; identification of students; working with parents (including a list of 24 suggestions that schools should communicate to parents); working with students (including a list of 20 suggestions for children to help ensure their personal safety); and a checklist for making schools safe. The next sections provide steps to follow in reporting a child missing, reporting the discovery of a missing child, and reintegrating an abduction victim into the classroom. A brief bibliography is provided, and the following lists are appended: (1) U.S. corporations involved in the problem of missing children (15 entries); (2) organizations with information about missing children (28 entries); and (3) resources for teachers and parents on the problem of missing children (28 citations). (TE)

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Missing and Abducted Children: The School's Role in Prevention

Phillip M. Wishon,
Bruce W. Broderius

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by
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and
Bruce W. Broderius

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Introduction

Item. "I have this recurring nightmare where this man is standing in a doorway and he's telling me, 'If you can pick out Jerritt, he can go with you.' I open the door to a room full of little boys and I keep looking from one to the next, but I can't pick Jerritt out because I don't know what he looks like anymore." This statement is from the mother of Jerritt, now 4½ years old, who was abducted when he was 15 months old.

Item. As he had done every school day that year, on the morning of 25 May 1979, five-year-old Etan Patz kissed his mother good-bye and left his New York home for school. That evening he was reported missing, without a trace. The ensuing investigation revealed that he had never made it to the bus stop.

Item. Thirteen-year-old Jonelle Matthews and her father, an elementary school principal, enjoyed supper together on the evening of 20 December 1984, after which Jonelle returned to school choir practice. When Jim Matthews dropped Jonelle off at school, it was the last time he saw his daughter. She had disappeared, also without a trace.

Item. After winning custody of her three children in a bitter dispute with her ex-husband, Nancy Barros informed school officials

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that she thought her children were in danger of being kidnapped. Mrs. Barros sent her children into hiding, and cooperative teachers sent work home for the children. When Mr. Barros came to school, the principal refused to reveal any information about the children. Despite these precautions, the children's father eventually succeeded in abducting the youngsters. That was six years ago, and Nancy Barros has not seen her children since.

Item. The out-of-state license plate suggested that the driver might simply be one of the thousands of tourists who cruise the north/south Colorado I-25 expressway. But the photograph taped to the trunk of his automobile revealed to passing motorists that this gentleman was not just another vacationer. The large black-and-white photograph was of an attractive 10- to 12-year-old girl. Under the picture in large bold letters was written the frantic plea: HAVE YOU SEEN THIS CHILD? PLEASE CALL . . . and then a telephone number. One returns the unblinking stare of this child in the photograph, ponders the message, and is overcome by the sadness of this lonely soul's urgent quest.

Missing and abducted children became an issue of national concern when 28 black children and teenagers disappeared in Atlanta between 1979 and 1981. The issue became imprinted on the nation's consciousness after the 1981 death of Adam Walsh, a six-year-old Florida boy who was abducted from a shopping mall and later found beheaded. Adam's father, John Walsh, has led a national crusade to find missing children. His crusade has galvanized the nation, increasing its awareness of the problem of missing children, promoting steps to reunite families with missing children, and educating people about ways to help prevent child abductions.

The purpose of this fastback is to aid teachers, counselors, administrators, paraprofessionals, and other support personnel in alleviating the problem of missing and abducted children. School-age children simply cannot reside in a community for long without attracting attention. Abductors know this, so the vast majority of abducted children are enrolled in school, since it is the best place to "store" children

without arousing suspicion. Experienced teachers can sense when something is wrong with a student. Teachers may be a young victim's best hope for rescue. As we shall see, the school can play a major role in preventing what has become a compelling problem in our nation.

National Incidence of Missing Children

Precise statistics on the number of missing and abducted children are difficult to determine because records in many cases are incomplete, inconsistent, and in some cases, nonexistent. Estimates of annual kidnappings by noncustodial parents range as high as three-quarters of a million, according to a 1984 study by the University of Rhode Island and Lou Harris and Associates. Gloria Yerkovich, founder of the national nonprofit child-locating organization called Child Find, estimates that as many as 1.8 million children become missing in the United States every year. These figures recently have been challenged as being in excess of actual cases investigated; but despite the imprecise figures, most authorities agree that the extent of the problem goes far beyond what might have been imagined just a few years ago, before heightened public awareness led to closer scrutiny of the situation.

Several reasons help explain the uncertainty about the number of missing and abducted children. The definition of "missing children" varies considerably from state to state. Some local police departments do not even differentiate in their records between missing children and missing adults. A kidnapping may, depending on the state where it occurred, be recorded as a sexual offense, a false imprisonment, or simply a misdemeanor (if the abduction was committed by a parent). A mother in Phoenix, having called local police to report the

abduction of her two children, saw an investigating officer check a box on a standard form marked "Missing Persons/Bicycles."

By even the most conservative of estimates, the number of missing and abducted children in the United States is compelling. If one missing or abducted child were recovered each day, it would take years before all of the "lost" children are found. Explaining the service that her locating service performs, Yerkovich reports that the children are located in about 30% of the cases referred to Child Find. However, she further reports that overall there is only a 10% chance that a snatched child will ever see his or her custodial parent again.

According to Michael Agopian, director of the Child Stealing Research Center in Los Angeles, abducted children are generally subjected to one of several distinct forms of treatment by their abductors. In short-term abductions, they are transported to a specific location, frequently with no intention on the abductor's part to sequester them for long or to establish a fugitive identity. There is no attempt to establish a new residence or to change the children's name or appearance. The abductions are marked by the perpetrators' apparent intention to detain or hold the child temporarily, perhaps out of the desire to include them in vacation plans, have them participate in special family activities, or because of conflicts over visitation arrangements.

For victims of long-term abductions, the treatment and lifestyle is clearly directed by the abductors' efforts to evade law enforcement personnel and to ensure continued control. These abductions frequently involve interstate flight, many changes of residence, attempts to mask the children's identity, deprivation of social interactions with peers, and a generally less stable and safe lifestyle than that accorded children held for shorter periods of time.

Children abducted by strangers, whether separated from their families for a short or long period of time, suffer intimidation, abuse, violence, and sometimes death at the hands of their abductors. Most of these children find themselves trapped in a hopeless world of confusion, humiliation, pain, and agony.

Who Are America's Missing Children?

There are three classifications of missing children: runaways, parent abductions, and abductions by unknown persons. Child victims come from families representing all different racial, ethnic, and socioeconomic backgrounds. No matter under what category they fall, the children and their families suffer in common the agony of separation, loss, and exploitation.

Runaways

The majority of reports of missing children involve runaways – the exact percentage is unclear. A 1983 national survey by the Department of Health and Human Services estimates that 36% of the children who run away (or are cast away) leave home because of physical or sexual abuse. The survey also revealed that 44% of the runaways experienced some other severe long-term problems (verbal or emotional abuse, neglect, status or criminal offense problems), and about 20% experienced temporary or less severe crises (poor communications with parents, school problems, etc.). About 25% of all runaways are hard-core "street kids" in serious trouble; specifically, three-quarters of them engage in some type of criminal activity and half in prostitution.

Running away from home is one of the ways our children tell us that life for them has become unbearable. The vast majority of run-

away children leave home because of physical and sexual abuse and because of parental abandonment. Our nation's runaways constitute one of the most abused and neglected segments of our population.

According to a report prepared by the National Network of Runaway and Youth Services, Inc., there is no typical runaway or homeless youth. The runaway and homeless population ranges in age from 12 to 18 years and consists of male, female, white, black, Hispanic, Asian, urban, and rural youth from every socioeconomic class and from every state in the country. As reported in a recent editorial in *Children Today*, these children increasingly are "pushouts" or "throwaways" who have been abandoned by seemingly uncaring families, schools, communities, and child welfare systems. They are undereducated and become involved with drug dealing, prostitution, or child pornography to survive.

Runaways often end up in a frightening no-man's land between home, where they may face physical, sexual, or psychological abuse from their parents, and the streets, where they may be similarly exploited by society's misfits. While the majority of runaways, as opposed to abductions, are reunited with their families or placed in a safe living environment, hundreds, if not thousands, each year disappear and are not heard of again.

Parent Abductions

Although there are no definitive studies indicating the number of children who are abducted by the noncustodial parent, most experts agree that it runs into the thousands each year. Because the offender is often a trusted and loving parental figure, the abduction of a child by a parent can be exceedingly traumatic. Parental abductions have been reported to produce an array of disorders in child victims, including assaultive behavior, insomnia, weak peer relations, physical and sexual abuse, distrust of relatives and authority figures, and fear of personal attachments (Agopian 1984).

Abducted children under 4 years of age frequently manifest such behavior as regression and tantrums, while older children exhibit psychological effects ranging from fear and confusion to feelings of loss,

abandonment, and rejection. Some older children, according to child psychiatrist Lee Haller, may seem well adjusted but begin to show rage at both parents. Besides being overwhelmed by a sense of helplessness and anxiety, children who are abducted by a parent often become mistrustful of adults; and they may stop developing emotionally as well as academically and socially.

In many instances, a noncustodial parent's feeling that the custodial parent wants to eliminate him or her from the child's life is a factor in child snatchings. Typical motivations of child abductors include: the belief that the child is, or is apt to be, neglected by the custodial parents; the desire to continue a full-time parenting role; the desire to punish the other parent, who may be blamed for the marital failure; or the effort to induce withdrawal of a divorce action or initiate a reconciliation (Agopian 1984).

In the vast majority of cases, parental abduction is not done for love. It is done out of revenge. The child is being used as a pawn against the other parent. Often abducted children will be told that their custodial parent didn't love them, can't afford them, didn't want them around anymore, or had died. The children are frightened, deceived, and confused and find themselves trapped in an improbable world of fear, anxiety, and uncertainty.

Abductions by Unknown Persons

This classification refers primarily to those children kidnapped by strangers. Compared to the number of runaways and parental abductions, the number of children in this group is comparatively small. But numbers aside, the children seized by strangers are at the heart of the missing-child issue because these children are nearly always abused physically, emotionally, or both. Child Find estimates that only about 10% to 20% of these children are found alive and returned home, while an estimated 4% to 8% are murdered each year.

Most children abducted by strangers join the ranks of countless thousands of others (principally runaways) who are exploited sexually by adults. They are forced to engage in sex with their abductor and with other adults and children. They also are forced to participate in prosti-

tution and in the production of child pornography. As these children grow older, their usefulness as sex objects diminishes; and they are often abandoned – left to fend for themselves in a world they have learned to be terribly cruel. It is not unusual for many children abducted by strangers to identify with their captors and, over time, to become confused members of a new, perversely constituted "family."

The School's Role in Prevention

The possibility that a child abduction will occur one day in your school is not at all remote. John Ourth, former president of the National Association of Elementary School Principals, has spent a great amount of time traveling around the country giving workshops on child abduction. At the close of each workshop, he asks if any of the principals in the audience have ever had an experience with a successful or an attempted child abduction. In only two of the states that he visited did less than half the principals hold up their hands. In the following section, we shall identify a number of measures schools can take to help prevent abductions.

Tracking Students

One of the most important preventive measures school officials can take is to institute and maintain an efficient and up-to-date student tracking system. In addition to personal and medical history, a comprehensive student tracking system should contain the following for each student: 1) the student's current address and phone number, 2) identification of the student's legal guardian, 3) validation of where the student attended school previously, and 4) a photograph of the student that is no more than one year old. Parents or guardians of all newly registered students should be required to submit this information at the time the student is admitted.

Following admittance of a new student, information provided by the parent or guardian should be validated as soon as possible. A brief telephone call to the school the student last attended is usually sufficient for validating such information. The National School Transfer Form is useful in expediting the enrollment of school-age children. Such a form has been used successfully with migrant children who move frequently (see fastback 145 *Migrant Education: Teaching the Wandering Ones*). Such a form should contain the information discussed previously as well as other pertinent data (student's previous address and telephone number, previous grade level, attendance records, etc.). If every school enrolling a new student required the parent or guardian to submit a document similar to the proposed National School Transfer Form, it would curtail the chances for an abducted child to be enrolled unnoticed in a school in another community. The authors currently are developing and evaluating a comprehensive prototype of the National School Transfer Form, and persons interested in more information about the form are encouraged to contact them.

Validating information about kindergarten or first-grade children who are attending school for the first time might be more difficult. Information about prior preschool experience could be easily checked. In addition to birth and medical records, other possible sources of information might be family physician, relatives, family friends, church, civic, or professional organizations, and employers.

There are grounds for suspicion if parents refuse to provide requested information or if they provide incomplete or inconsistent information. Warren Greenleaf, editor of *Principal,* maintains that school officials also should be alert when a child's previous school records indicate frequent changes of residence within a brief period or when a child indicates that one parent is dead, "gone away," or unknown. However, warns Greenleaf, no matter how solid their suspicions, school personnel should not confront a parent. If suspicions mount because of information received through the school's tracking procedures or through other means discussed later in this fastback, school officials are advised to instigate some discreet checking and to contact law enforcement agencies and the child-search organizations listed in the Appendix of this fastback.

Identification of Students

Ways of identifying students include photographs, fingerprinting, dental microchips, videotapes, and ID bracelets. Having such identifications will not prevent child abductions, but they can be useful in identifying a kidnap victim. Of all the possible ways of identifying individuals, photographs and fingerprints are generally believed to be the most reliable.

Photographs are the most practical means of identifying students. A student's school records should include a recent photograph – one not more than a year old. And for children under six, it is advised that photographs be taken no less than every six months.

Fingerprinting of children has been endorsed by the FBI, state and local police, politicians, churches, schools, civic groups, and businesses. Some states forbid law enforcement agencies to file the prints of juveniles because it infringes on a child's constitutional rights to privacy. But parents should keep fingerprinting records. Fingerprinting is most helpful in cases in which children are found who are too young to identify themselves or who are injured or murdered. Because of privacy concerns surrounding the fingerprinting of children, this means of identification should be on a voluntary basis only.

In addition to maintaining current photographs of each student, school officials also should include physical descriptions of children in their permanent record file. Such descriptive information might include: height, weight, race, distinctive speech patterns (lisping, stuttering, etc.), vision or hearing impairment (if any), distinguishing physical characteristics (scars, moles, hair color, pierced ears, birth marks, braces, eye color, etc.), and comments about particular personality traits (energetic, friendly, quiet, aggressive, etc.). A review of these descriptive records should be made at the beginning and ending of each school year, with modifications made as needed.

Working with Parents

A comprehensive program must include provisions for keeping parents fully informed about measures for preventing child abductions. Following are suggestions that should be communicated to parents.

1. Maintain up-to-date photographic records of each child, with yearly photographs for school-age children, twice a year for children under six.
2. Provide school officials with the child's complete personal and medical history and with comprehensive descriptive information upon the school's request.
3. Inform school officials concerning who is authorized to pick up your children at the end of the school day or at any other times. Inform your children with whom it is acceptable to travel to and from school.
4. Alert school officials when the lives and safety of family members have been threatened. If possible, provide descriptions of those who threatened you.
5. Inform school officials about arrangements that have been made for before-school and after-school care of children when you will not be home.
6. Inform school officials when your children will be absent from school because of illness, family emergency, or other special circumstances.
7. Provide school officials with the names, addresses, and telephone numbers of individuals to be contacted in case of an emergency or special circumstances at school.
8. Double check with your children the procedures they will follow going to and from school to determine if they are as safe as possible. Do not allow your children to walk to school alone.
9. Discuss with your children ways recommended in this fastback of responding to people and situations about which they feel uncomfortable.
10. Provide school officials with a copy of the document dealing with child custody in cases of divorce or separation.
11. Teach your children their full names, phone number, area code, how to call the operator, and use of the 911 emergency number.
12. Know your children's friends and their schedules. Be able to pinpoint where and with whom they spend their time, and whom to call if they are missing.

13. Listen to your children and pay attention when they tell you they do not want to be with someone.
14. Foster an atmosphere in your home that encourages your children to express freely their fears, worries, and problems.
15. Agree with your children on a "password" to be used whenever you send someone or write a note to summon them. Tell your child never to go with anyone who does not know this "password."
16. Make a mental note of the clothes your child is wearing every day.
17. Avoid putting your child's name in big letters on clothes or books. Children may respond to a stranger who calls them by name.
18. Be sure your child knows what to do in case you become separated while shopping. Tell your child not to look for you but to go immediately to the nearest clerk or checkout counter.
19. Consider having a set of your child's fingerprints taken by your local law enforcement department, and know where to locate your child's dental records if necessary.
20. Instruct your child's school to notify you at once if your child is absent.
21. Try to have the same person pick up your child every day when possible.
22. Advise your children what to do if a strange person follows or approaches them.
23. Encourage your neighbors to participate in a neighborhood "safe home" program, where children can go for help when parents are not home.
24. Listen to your children even when their concerns seem petty or their fears unwarranted (several of the child victims in one mass child-molestation case reportedly expressed to their parents their fear of crossing the freeway, because that is where they were molested).

In cooperation with local parent-school associations, school officials can inform parents about the problem of missing and abducted children through workshops, seminars, or evening meetings using various community resource personnel (social workers, law enforcement

officers, attorneys, etc.). These meetings also afford opportunities for parents to learn more about the role of specific school personnel concerned about their children (guidance counselors, school psychologists, etc.).

In addition to formal meetings, school officials can inform parents about the problem of missing and abducted children by disseminating information alerts, tips for parents, listings of community resources, etc. Also, many brochures, posters, and audiovisual materials have been produced by nonprofit organizations and governmental agencies to alert and inform parents. (See listings under "Resources" at the end of this fastback.)

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Working with Students

On 18 August 1981, three-year-old Maria Martin, on vacation with her family, was abducted by a stranger (and convicted child sex offender) from a hotel in Coronado, California. Law enforcement rescued her nine days later when they met with her abductor to discuss the exchange of Maria for ransom. Now seven-years-old, Maria was asked what she would do now if a strange man tried to walk away with her. She replied without hesitation, "I'd run real fast and yell real loud, 'You're not my dad!' "

Maria has been taught by her parents how to respond to approaches by strangers. But often many children go "willingly" with their abductor, unaware of what they are getting into. All children can be taught to be alert, to resist, and thus to prevent their own abduction. Schools can teach children how to help protect themselves by making them aware of situations that could be dangerous and by telling them things they can do to be safe.

Educators face a dilemma when conducting prevention programs on child abduction. Obviously, the concerns being addressed are serious matters; but they must be handled calmly and matter-of-factly. There is a big difference between promoting an informed, healthy caution and needlessly frightening children and raising parental anxiety. Nancy McBride of the Adam Walsh Child Resource Center compares the problem to a fire drill. "One does not have to explain third-degree burns to children, just make sure they know when

and where to go." When something as compelling as child abduction is addressed simply, directly, factually, and in a positive manner, parents and children need not become unduly fearful.

Many of the things the school should teach children about their personal safety are commonsense practices that reinforce what they have heard at home. Following are suggestions for children to follow to ensure their personal safety:

1. Learn to recognize overtures and lures used in abductions by strangers. These include food, candy, live animals, money, stuffed toys, or faked injuries. When children are confronted with such lures from strangers, they should leave the scene immediately.
2. Do not loiter to chat with strangers and never accept a ride from a stranger.
3. Report all instances of being approached by a stranger to your parents and school officials.
4. Always "buddy-up" with a friend when traveling to and from school and other community sites.
5. Stay away from isolated places.
6. Do not enter a public restroom facility alone.
7. Recognize and know the names of individuals with whom you are allowed to travel.
8. Practice locating your hometown and state on a map.
9. Learn your phone number and how to use the telephone, including how to dial long distance, the operator, and the 911 emergency number.
10. Refuse to comply with the requests or demands of a stranger.
11. Practice making accurate descriptions of people, places, and events both orally and in writing.
12. When you are not in school or with your parents, let your parents know where you will be, with whom, and for how long.
13. Just because a person is familiar to you does not make him or her a safe or "approved" person. Discuss with your parents who "approved" persons are.
14. Do not pose for a photograph by any "unapproved" person.

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15. Be suspicious and on guard when a stranger asks you to keep a secret or asks you for assistance in looking for a lost pet.
16. If someone claims to be injured and asks for your help, run to get adult assistance for the injured person instead.
17. If you don't feel comfortable with someone or don't feel right about something that has happened to you, tell your parents or teacher right away.
18. Permit no one to touch in the private or "bathing-suit" parts of your body.
19. Become familiar with specially marked "safe homes" in your neighborhood and seek refuge there or in neighborhood stores or businesses if you feel threatened.
20. If your parents are separated or divorced, remember that a relative or even a parent may not be an "approved" person.

Latchkey children, who frequently leave from and return to an empty house, are especially vulnerable to abductors. At the very least, these children, who are increasing in numbers, should telephone someone each day to report they are safely home. Latchkey children should never leave the house unlocked or return to an unlocked house. Ideally, they should first go to a neighbor's house after school and then be accompanied safely into their "secured" house. Once safely home, they should never open their door to any "unauthorized" person. If they feel uncomfortable or threatened, they should know whom to call for immediate assistance. In addition, latchkey children and their parents should have a plan for notifying each other of any change in their daily routine. In more and more communities, school districts are using their facilities for before- and after-school supervised care for latchkey children as a service to their working parents.

Parents and school officials have the ultimate responsibility of ensuring the safety of our children. Yet, we cannot always be with our children; and as they mature, we must trust their intelligence and good judgment. However, we can teach our children to be alert and provide them with information and strategies they need to cope with those times they may find themselves in danger. Through such education we can prevent a child's disappearance.

Making Your School Safe

With a goal of eliminating all child abductions from our schools, the following checklist of precautionary practices can be used to assess the safety of your school.

How Safe Is Your School?

____ Require that all visitors report to the school office and state their business at the school.

____ Control all entrances and exits to the school building in order to monitor "unauthorized" arrivals and departures.

____ Check the validity of all student absences with the student's parents or guardians each morning.

____ Provide adequate adult supervision on the playground and on other school property.

____ Provide adequate adult supervision of students on field trips and at other school-sponsored functions.

____ Validate the past personal history record and prior school attendance of all new students registering.

____ Confirm lawful custodial rights of parents and guardians of all students.

____ Understand who is authorized to pick up students from school.

____ Maintain up-to-date identification records of each student, including a recent photograph.

____ Unless otherwise authorized by the parents, ensure that no child leaves school without safe accompaniment.

____ Report the presence of "suspicious" persons around school property.

____ Promote an atmosphere in which students, teachers, and parents feel free to discuss their fears, suspicions, and concerns.

____ Report students', teachers', and parents' concerns to the proper investigative authorities and follow up on what action is taken.

____ In cooperation with other community agencies, offer seminars for parents and teachers on child exploitation.

____ Publish procedures for reporting and handling a situation in which a child is believed to be missing.

____ In cooperation with other community agencies, provide a program for students on how to avoid becoming victims of crime.

____ In cooperation with other community agencies, instruct teachers in identifying student behaviors that might indicate that the child is being exploited.

____ In cooperation with other community agencies, offer instruction to teachers and parents about how to report that a child is missing, exploited, or located.

____ Assess attitudes of school personnel and the curriculum to determine how the school climate can be made more receptive to children "in distress."

____ Post eye-catching "safe-child" posters in the library, the lunchroom, etc., as reminders for students.

____ Sponsor a Child Safety Week each year to foster a growing consciousness in the community of the problems of missing children.

Another approach to a safe school is the "Kidnap Alert" procedure devised by John Ourth, principal at Oak Terrace School in Highwood, Illinois. The following description of Ourth's "Kidnap Alert" is reprinted with permission from the March 1983 *Principal*, the official journal of the National Association of Elementary School Principals.

Kidnap Alert

1. If a dispute between divorced or separated parents leads to a request for our help in protecting an enrolled child, we first determine who has custody. We ask for a copy of that portion of the divorce decree or court order relating to custody, so that we can see how the judge ruled.

2. If a custodial parent advises us of a possible abduction, we request a photo and description of the possible abductor. We pass on both to the child's classroom teacher, the art, music, and physical education teachers, the social worker, media center personnel, any other special teacher who comes into contact with the child (such as a bilingual teacher), and the building custodian.

3. After a potential abduction has been reported, we follow this procedure with the threatened youngster.

a. The child is never left alone in the school or on the school grounds.

b. Wherever the child goes inside the school – even to the bathroom – he or she must be accompanied by an adult, whether the child is in a group or not.

c. None of this procedure is explained to the child to avoid needless fear and distraction.

4. If we receive a call alerting us to an imminent abduction attempt, and if we know or are told that the threatening parent knows the location of the child's classroom, we move the entire class to another room. Successful abductions on school grounds typically take 90 seconds or less.

5. If a snatching does occur, get a good description of the abductor and of the vehicle, including license plates and state of registration. Above all, protect the child; though armed kidnappers have been talked out of attempts, we advise against physical interference with them.

As a general policy, we permit no student to leave the grounds alone. Any parent who wants to pick up a child during the school day, *no matter what the purpose*, must come to the school office to do so. We require identification from any adult who comes to pick up a child

and whom we don't recognize. We reserve the right not to release the child to anyone other than the custodial parent; in cases of doubt, we phone the custodial parent to confirm that someone else has been authorized to pick up a youngster.

When we first announced this policy, parents complained about its strictness. After I explained it and it went into effect, however, the dominant reaction was, "I like this. I know my child is safe."

A final note on making our schools safe deals with the issue of staff employment. In many states, doctors, lawyers, law enforcement officers, and others are subjected to background checks before they are employed or begin practice. In most school systems, there is no such requirement for being a custodian, a day-care provider, a pre-school teacher, an administrator, or a teacher. In looking out for the safety of our children, should we subject all school officials to background checks? This is obviously an issue of great sensitivity, but one, nonetheless, that teachers, administrators, and school boards should consider with some care.

Reporting a Child Missing

School officials become involved in reporting a child missing when they are notified by parents that their child has not arrived home from school and is long overdue. Schools should have an established procedure for reporting a missing child, which can be implemented without delay. The following steps are recommended with appropriate modifications if the parents already know that their child is missing or if someone has actually witnessed the abduction.

Step 1. Report your suspicion that a child might be missing to local law enforcement officials at once. Delay only plays into the hands of the abductor. Formerly the FBI would enter a missing-child case only after 24 hours unless there was clear evidence of foul play. Fortunately, this is no longer true. Time is of the essence because the trail of the abductor could be "cold" after 24 hours.

Step 2. Be prepared to provide law enforcement authorities with information about the student, the student's family, the student's acquaintances, the student's habits and behaviors, etc. Investigative authorities are particularly interested in the student's last confirmed whereabouts and in any suspicious circumstances of which you might have knowledge (family distress, acting-out or other uncharacteristic student behavior, presence of a stranger observed around the school, etc.) Any information you are able to provide regarding the child's physical identification (including emotional, intellectual, and behavioral characteristics) can be very useful.

Step 3. Offer your assistance and support to the missing student's family. The student's parents may desire to question teachers, other students, or other parents. Most likely such arrangements should be processed through law enforcement channels and after normal school hours. In addition, there are a number of things you might suggest to the family and its immediate support system, such as:

a. Organizing and activating search teams.
b. Promoting fund raisers to help offset some of the family's expenses for locating the missing child (posters, bumper stickers, postage and printing, creation of a reward, travel, telephone, etc.).
c. Informing the family of the services of community support agencies.
d. Notifying the family of the services of national organizations involved in finding missing children.
e. Using school district media sources such as newsletters, reports to parents, etc., to enlist support for locating the missing child.
f. Using the school district's contacts with the media, government officials, and community agencies to consolidate efforts to locate the missing child.

Step 4. Discuss with teachers and other staff what the school district policy should be for handling such important matters as what to tell other parents, what to discuss with the other students, and what to discuss with reporters. Compliance with established district policy helps to avoid needless confusion, heightened anxiety, disruption of school operations, and possibly hindering the investigative process.

Step 5. Register the missing student with your state department of education's list of missing children.

Step 6. Address the concerns of the other students and their parents.

School officials and other students and their families are not spared the devastation a family experiences when their child is missing. The experience unfolds over and again as the case is reported on radio, television, and in the newspaper. It monopolizes the conversations of children and adults throughout the community. Sensibilities are

assaulted by rumor and exaggeration; and deeply harbored fears of frightened children erupt fitfully and unexpectedly in the classroom.

For everyone's well-being, the tragedy surrounding the abduction of a child should not be ignored in the classroom. Children and adults alike are better able to cope with unpleasant events when they are afforded an opportunity to discuss their concerns forthrightly. If teachers sense that children's fears go deeper than they feel qualified to handle, they should call guidance counselors and school psychologists for assistance. Some students may be so inordinately affected by the event that they should be referred for individual professional counseling. Parents also should be encouraged to report to school officials any untoward behavior manifested by their children following such a tragic event.

Invariably, a report of a child missing shocks everyone related to the child in any way. Those who have an emotional investment in the child are first thrust into the depths of despair, then swept up with a glimmer of good news, then slammed back down again when a fateful bit of information leads to a dead end. Educators can best help distressed families by responding with calm and concern.

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Reporting the Discovery of a Missing Child

> We got a call on our 800 line from a teacher out in the Midwest who had been flipping through the directory, her copy of our directory, which she may have purchased with her own money, and she recognized a child, a fourth-grade child, and she went immediately to her school principal, and she said, "I have this child in my class," and apparently he gave her full go-ahead to call Child Find.
>
> – Gloria Yerkovich, Founder
> Child Find

In most states, school officials are required by law to report suspected cases of child abuse or neglect. Although these statutes do not require the reporting of suspected child abductions, educators are upholding their professional and ethical obligation to protect the welfare of their students when they report their concerns about a student who may be an abduction victim.

Suspicion that a student is an abduction victim should be reported to the school administrator, who then contacts law enforcement authorities. *School officials should never approach a suspected abductor directly.* If the student is found to be an abduction victim, then school officials, in cooperation with law enforcement authorities, should contact national child-find organizations listed in the back of this fastback and report the recovery to them. Notifying the family

and reuniting the student with his lawful family are matters handled by law enforcement and social service agencies only.

Steven Stayner is one of the most celebrated cases of a kidnapped child being reunited with his family. Steve was seven years old when he was abducted by a drifter, Kenneth Parnell, in Merced, California, on 4 December 1972. He returned a hero at 14 when he walked into a police station with a five-year-old boy Parnell had snatched two weeks earlier. Steve told authorities he did not want the younger boy to suffer the sexual abuse he had suffered for seven years. Parnell had convinced Steven that a court had awarded him custody because his family could no longer afford to keep him. He promised to care for Steven and renamed him Dennis Parnell. Because Steve had been taught that adult's don't lie, he told the authorities that he believed his abductor's story and didn't realize he had been kidnapped.

The idea that abducted children are tied up and kept out of circulation with society is seldom the case. Most abducted children have the chance to call home at some point, but many do not because they have been deceived. Others don't because they are afraid. They fear punishment for failing to come home or for betraying their abductor. Frequently, shocked and bewildered, abducted children expect that their family will rescue them. When help does not come, it may reinforce the abductor's lies to the child.

When children are in distress, it is almost always revealed in their behavior. In this section, we shall discuss some of those behaviors that might signal distress associated with being abducted.

Teachers who are alert to behavioral symptoms associated with social and learning problems can play an important role in reuniting missing children with their parents. There are some definite tip-offs that give a teacher reason to suspect that an abducted child is in the class. Children who are on the move are frequently one or two years behind in basic skills; and they sometimes regress to infantile habits such as whining, thumb-sucking, and pants-wetting (Greenleaf 1983). Their school records are often incomplete or missing. Be suspicious if a child's previous school and health records indicate frequent changes of residence within a brief time, or if a child indicates that one parent is unknown or "gone away." Instances in which a child is registered

without a birth certificate or whose records list one parent as deceased should trigger immediate action to verify registration information.

If a child has a difficult time remembering his name, it may indicate that he is on the run, since a lot of abducted children have had their names changed. Also, these children often seem incapable of making new friends because they have been uprooted so often. They tend to avoid making friends, which can be risky if they tell a friend something they have been forbidden to repeat.

Abducted children also may demonstrate either hostility or extreme devotion toward their kidnapper. The hostility is understandable, but there is a phenomenon known as the "hostage-captor syndrome" in which abducted children feel the need to defend their abductors in spite of the abuse they receive. This psychological reaction often is intensified when abducted children are lied to by their kidnappers and told that their parents have died or no longer love them (Mackey 1983).

While any one of the behaviors described above may not be cause for suspicion, if collectively they apply to a child, it probably warrants discreet checking of the child's background. There may be enough evidence to contact one of the child-find organizations listed at the back of this fastback. Even if a child is not listed, child-find groups have had sufficient experience to tell you whether to contact law enforcement agencies.

Reintegrating an Abduction Victim into the Classroom

Children who have been abducted and returned frequently experience nightmares, sleepless nights, and ceaseless crying. Many young victims retain no recollection of their custodial parent. Older children often show resentment toward both their parents and their abductor. They feel contempt for the abductor but also display resentment toward the custodial parent for not rescuing them more rapidly. As one eight-year-old boy who was missing for almost a year said upon recovery, "Where were you, Mom? Why didn't you come get me?" Michael Agopian, director of the Child Stealing Research Center in Los Angeles, maintains that this anger actually masks feelings of betrayal.

Abducted children who have been returned bring to the classroom their fears, uncertainties, and feelings of distrust. These feelings may be manifest in their refusal to obey, unwillingness to cooperate with others, and inability to abide by the rules of the classroom. They might lie, steal, cheat, disrupt classroom activities, and disregard the rights of the other students. Other recovered victims may become withdrawn, disinterested, and depressed. They seem overwhelmed and intimidated and may whine or cling to the teacher. In almost every case, school performance plummets, motivation disintegrates, and self-esteem vanishes. These are children whose respect for and trust in adults has been shattered.

To help these children deal with their anger, despair, and feelings of inadequacy, teachers may need to call on the services of the school psychologist, guidance counselor, or other professional therapist. The services of a psychiatrist and family therapist also may be prescribed in cases where the trauma to the child appears to be particularly acute. In many cases, the trauma of being exploited is further prolonged, if not magnified, by the additional ordeal of giving depositions over and over again, sitting in the courtroom, answering questions, and being cross-examined.

One of the school's primary goals is to help the student and his family to function again as normally as possible. This is a slow process that requires working not only with every member of the family but also with community service agencies. For the victims, things will never be the same again; but with the school's support, a safe and secure childhood can be resurrected.

Victimized children will never be able to forget the dark chapter in their lives. Many will be subjected to the taunts and stares and gossip of their peers. Establishing and maintaining friendships will be difficult. A major responsibility of teachers is to help rebuild the abduction victim's shattered self-esteem. We can begin by planning learning experiences that acknowledge and capitalize on these students' personal interests and abilities. We must show them that we value them and what they can contribute to the class. At the very least, we must grasp every opportunity the school day provides to convince these students that they will be able to re-establish positive relationships with adults.

Runaways Who Return

A large majority of missing children are runaways. As noted earlier, many of these youngsters have been abandoned by seemingly uncaring families. And the schools and community welfare systems have failed them as well. The message these young people receive is very clear: This place (home, neighborhood, school) is not for you. These are disenchanted, dispossessed youth, perhaps better described as "push-outs" or "throwaways."

When runaways return, they are coming back to the same home and community environment. Nothing has changed. And frequently these youngsters return to a school that also has not changed – a place in which they were unable in the past to find any refuge from distress. In many instances, these young people have learned that "School is not a place for me; I don't feel I belong here."

We must convince returning runaways as well as those who may be considering running away that there is a place for them in our schools. Students who have concerns must have opportunities in school to share their anxieties with adults who will listen and care. Some of the things we might do in our schools to demonstrate to students that we are concerned and want to help them include:

1. Setting aside time each week for students individually or in small groups to share their interests or concerns. These sessions should be voluntary and, of course, confidentiality should be ensured.
2. Arranging short field trips to family court and human services agencies where students can learn about community services.
3. Publicizing community "hotlines" that students under stress can call. This and other relevant information (descriptions and addresses of human service agencies, warnings about substance abuse, ways of communicating more effectively with parents, etc.) can be publicized in student newsletters, school newspapers, and special student bulletin boards.
4. Establishing a method by which students anonymously can propose suggestions for improving the school climate. Such suggestions could then be channeled to a faculty School Policies Modification Board, which is responsible for recommending changes in school policies.
5. Developing a program for parents to volunteer as peer counselors to help other parents whose children have run away or threaten to leave home.
6. Arranging meetings with school dropouts and runaways to learn from them some things the school can do to help prevent dropping out and running away.

Many students lack any identity with the school or with the educational process in general. The sheer size of many schools makes it

very difficult for students to achieve a sense of belonging. We can begin to make our schools more humane by acknowledging that teachers have responsibilities to students other than instruction. Above all, concerned and troubled students need to feel that their school is a sanctuary – a place where they express themselves openly and receive understanding and support in return.

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Conclusion

One measure of a society's greatness is the degree to which it takes care of its most vulnerable citizens: the poor, the infirm, the aged, and especially its children. Yet we seem to be much more successful in locating stolen cars or bicycles than we are in locating stolen or missing children. Nevertheless, there is reason for hope. Our nation is responding to the problem of missing and abducted children in many positive ways. Congress laid the foundation for securing the well-being of our nation's children when it enacted the Missing Children's Act in October 1982. Two years later, the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice, awarded a $3.3 million grant to establish the National Center for Missing and Exploited Children, which was dedicated in Washington, D.C., on 25 May 1984 (National Missing Children's Day).

The appendices of this fastback provide ample evidence of the involvement of corporations, child-find agencies, and producers of educational materials in addressing the problem of missing and abducted children. Through the continued efforts of these groups, working in cooperation with schools, parents, and concerned citizens, we will be increasingly successful in informing the public about child victimization and in providing families with information and assistance in preventing child abductions and runaways.

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It seems fitting to conclude this fastback with the message on the banner placed by a child on the coffin of abduction victim Adam Walsh:

"If his song is to continue, we must do the singing."

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Appendix A
U.S. Corporations Involved in the Problem of Missing Children

U.S. corporations are lending a much appreciated hand in the search for child abduction victims. Following is a list of U.S. corporations and their contributions in combating the problem of missing children.:

1. TV Fanfare Publications, Inc., a Los Angeles-based publisher of television guides, has been publishing the photographs of missing children in its *TV Movie News* and a number of its other nationally distributed program guides since March 1985. TV Fanfare also prints Child Find's national quarterly newsletter free of charge at a cost to the company of $16,000 a year.

2. J C Penney Co. has embarked on a program aimed at preventing child abductions. The company has spent more than $130,000 to print 9.3 million brochures containing prevention tips developed by Child Find and to distribute them with its monthly billing statements.

3. Beecham Laboratories of Bristol, Tennessee, sponsors the publication, *Missing/Abused*, a quarterly medical journal dealing with child abuse and abduction. Beecham underwrites the entire cost of

production and distribution of the journal to the nation's 28,000 pediatricians.

4. San Francisco-based McKesson Corporation is printing and distributing missing-child posters in the boxes it uses to deliver health-care products to thousands of pharmacists. McKesson also donated $20,500 to the Junior Women's Club of Moraga, California, for development of the Dangerous Stranger Education Program, an audio-visual presentation designed to teach young children how to avoid abduction and molestation.

5. Johnson Wax provides a donation of 20 cents to Child Find for each discount coupon redeemed for the purchase of Favor furniture polish, up to a maximum contribution of $50,000. The company also offers consumers a free child-identification record card with one proof-of-purchase label from the product. Company officials indicate that the total cost to Johnson Wax for these combined programs exceeds $1 million.

6. The Professional School Photographers of America, an association of independent portrait photographers, has printed kidnapping prevention tips on photo-file envelopes.

7. In Washington, D.C., representatives of the computer industry, including specialists from Capitol Systems and Sperry Corporation, are working with the National Center on a voluntary basis to develop systems for computerized photo transmissions between police agencies, as well as for age enhancements of out-of-date photographs.

8. Seven major manufacturers of milk cartons have printed the pictures of missing children on their cartons.

9. Prince Spaghetti, General Mills, Dominos Pizza, *Reader's Digest, Fortune, People, Advertising Age, Crain's New York Business*, Warner/Amex, Group W (Westinghouse), Turner Broadcasting, Ad-Vo Systems, Woolworth, and K-Mart are some of the other enterprises that have publicized the photographs of missing children.

10. Bekins Van Lines has underwritten the production and nationwide distribution of a brochure on preventing child abductions.

11. Worlds of Wonder, a California-based company, has developed an animated, talking toy bear that delivers a taped message to children urging them to be cautious in dealing with strangers or others who make them feel uncomfortable. The company has pledged 50 cents to the National Center for each of the toy bears purchased.

12. Beatrice has chosen Child Find as one of four charities eligible for matching company funds under its employee charity-donation program.

13. Texize has donated $100,000 to an endowment established by the National Center and has pledged an additional $550,000 for the prevention of child abductions to the Crime Prevention Council and the National Center.

14. Dole Pineapple, a division of Castle and Cooke, has pledged a gift of $250,000 to the National Center's endowment, based on a consumer coupon-redemption program.

15. More than 300 restaurants nationwide distribute tips on the prevention of child abduction to their patrons.

Appendix B
Organizations with Information About Missing Children

I was at Child Find in New Paltz, New York, the night "Adam" aired on television. When the missing child roll call ended, Child Find's "800" number filled the screen for 10 seconds . . . there was a moment of silence while we all wondered if anyone would call, and then suddenly every phone lit up at once. There were approximately 150 calls per hour for three full days.

Linda Otto
Producer of "Adam"
NBC Television

The agencies listed below can provide teachers with assistance and also refer them to other resources.

The National Center for Missing and Exploited Children
1535 K Street, N.W.
Suite 700
Washington, D.C. 20006
1-800-843-5678

The National Center was established by the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice. Legis-

lation provides funds for maintaining a national toll-free telephone line for missing children and for a clearinghouse that provides technical advice and expertise as well as funding for research, demonstration, and service projects. In addition, it offers guidance to state legislators and citizens concerned about reforming laws that deal with child abductions in their own state. John Walsh, founder of the Adam Walsh Child Resource Center, Ft. Lauderdale, Florida, serves as the center's special advisor.

Child Find
P.O. Box 277
New Paltz, New York 12561
1-800-431-5005

Founded and directed by Gloria Yerkovich, mother of a child abduction victim who is still missing, Child Find acts as a clearinghouse of information on missing children to schools and welfare organizations nationwide. Child Find maintains a toll-free telephone service through which parents, helpers, and informants, as well as abducted and runaway children, can call for assistance.

Missing Children of America, Inc.
P.O. Box 10-1938
Anchorage, Alaska 99510
1-907-243-8484

Maintains a computerized file of missing children and conducts investigations. Provides school programs using role-playing activities.

Dee Scofield Awareness Program, Inc.
4418 Bay Court Avenue
Tampa, Florida 33611
1-813-839-5025

Registers missing children and publicizes related information. Focuses on measures to aid runaways and children abducted by strangers, especially those lured by drug pushers. Provides information on a "Kidnap Control" program. Named for a girl missing since 1976.

Cobra Connection
P.O. Box 1958
Station A
Canton, Ohio 44705
1-216-454-9109

Advocates improved absentee reporting by schools and voluntary fingerprinting. Publishes and distributes the comprehensive *Sentinel Citizen Action Manual* on child abduction prevention.

The National Child Safety Council
4065 Page Avenue
P.O. Box 1368
Jackson, Michigan 49204
1-517-764-6070

Directs the National Child Watch Campaign, which helps publicize the photos and vital statistics of missing children on milk cartons, grocery bags, utility bills, posters, etc.

Children's Rights of Florida, Inc.
P.O. Box 173
Pinellas Park, Florida 33565
1-813-546-1593

Maintains communication with other missing-children agencies to share information, provide referrals, and obtain investigatory help from volunteer adults in communities distant from the searching parents.

Children's Rights of New York, Inc.
10 Maple Street
Stony Brook, New York 11790
1-516-751-7840

Advises parents and other adults on individual cases, referring them when appropriate to other child-search organizations, attorneys, and investigators.

Stolen Children Information Exchange
P.O. Box 465
Anaheim, California 92805
1-714-848-7905

Helps parents locate abducted children through a nationwide network of official and private contacts.

Child Custody Protect
American Bar Association
1800 M Street, N.W.
Washington, D.C. 20036
1-202-331-2250

Family and Friends of Missing Persons
P.O. Box 21444
Seattle, Washington 98111
1-206-782-8306

Find Me, Inc.
P.O. Box 1612
LaGrange, Georgia 30241
1-404-884-7419

Search, Inc.
560 Sylvan Avenue
Englewood Cliffs, New Jersey 07632
1-201-567-4040

Mothers Without Custody, Inc.
P.O. Box 76
Sudbury, Massachusetts 01776

National Coalition for Children's Justice
1214 Evergreen Road
Yardley, Pennsylvania 19067

National Fund for Runaway Children
2001 S Street, N.W.
Washington, D.C. 20007
1-202-783-6417

National Missing Children's Locate Center
201 Yamhill Law Center
1123 S.W. Yamhill Street
Portland, Oregon 97205

National Runaway Switchboard
1-800-621-4000 (toll-free)
1-800-972-6004 (toll-free in Illinois,
called Illinois Youth Switchboard)

National Youth Work Alliance
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036
1-202-785-0764

Parents Against Child-Snatching
5311-A Williams Road
Norcross, Georgia 30093

Parents Helping Parents – Child Abductions
Route 1, Box 406-D
Myakka City, Florida 33551
1-813-322-2082

The Roberta Joe Society
P.O. Box 124
Circleville, Ohio 43113
1-614-474-5020

United Parents Against Child Stealing, Inc.
P.O. Box 35428
Tucson, Arizona 85740
1-602-749-9303 (24-hour service)

Adam Walsh Child Resource Center
Mercede Executive Park
Park View Building, Suite 306
1876 N. University Drive
Ft. Lauderdale, Florida 33322
1-305-475-4847

Implements such programs as fingerprinting school-age children, teaching "safety with strangers" rules, and placing trained observers in courtrooms when child molestation cases are heard. John and Reve Walsh, whose son, Adam, was abducted and subsequently murdered, are the directors.

Find the Children
11811 W. Olympic Blvd.
Los Angeles, California 90064
P.O. Box 453
Pound Ridge, New York 19576

Parents Anonymous
1-800-421-0353
1-800-353-0386 (in California)

Parents of Murdered Children
1739 Belle Vista
Cincinnati, Ohio 45237
1-513-242-8025

Offers support and friendship to any parent whose child has been murdered, helps organize sharing groups, provides information about the grieving process through programs and libraries, and shares information about the criminal justice system as it pertains to parents whose children have been murdered.

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Operation Peace of Mind/Runaway Hotline
P.O. Box 52896
Houston, Texas 77052
1-800-231-6946
1-800-392-3352 (in Texas)

Provides runaways with a 24-hour, toll-free hotline for counseling, message relays, and referrals for shelter, legal aid, and food.

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Appendix C
Resources for Teachers and Parents on the Problem of Missing Children

ACTION Booklet. Lists other child-search organizations nationwide and provides information on precautions to prevent child abductions, as well as steps to be taken (or avoided) when an abduction occurs.

Find Me, Inc., P.O. Box 1612, La Grange, Georgia 30241; 1-404-884-7419.

Kyle's Story: Friday Never Came: The Search for Missing People by John and Louise Clinkscales, 1981. Describes a couple's five-year search for their son.

Vantage Press, 516 W. 34th St., New York, New York 10001.

Interstate Child Custory Disputes and Parental Kidnapping: Policy, Practice, and Law by Patricia Hoff, Joanne Schulman, Adrienne Volenik, and Jean O'Daniel, 1982 (Cost: $35.00).

Interstate and International Child Custory Disputes: A Collection of Materials (3rd ed.) by Patricia Hoff, 1982 (Cost: $10.00).

Patricia Hoff, Director, Child Custody Protect/Clearinghouse, American Bar Association, 1800 M Street, N.W., S-200, Washington, D.C. 20036.

To Whom Do They Belong? A Profile of America's Homeless Youth and the Programs That Help Them. This 37-page report summarizes findings and recommendations of a needs assessment survey conducted by the National Network of Runaway and Youth Services, Inc. and based on data from 210 youth service agencies across the country, including shelters, hotlines, and foster care programs (Cost: $4.00).

National Network of Runaway and Youth Services, 905 6th Street, S.W., Washington, D.C. 20024.

Play It Safe Game – A communication tool for the classroom or home use that teaches children how to avoid becoming victims of crime and accidents (for ages 3 to 10 years). An accompanying "Parents' and Teachers' Guide" provides model answers to children's questions and serves to stimulate positive conversation about safety (Cost: $4.00 plus postage).

Have a Safe and Happy Day. Hoopie and Hoop School Bus Safety. Hoopie and Hoop Have a Safe and Happy Stay at a Motel. A series of three children's safety books, written by child-crime authority C.H. Edwardsen, that alerts children to potential everyday dangers through stories that entertain while they educate. Safety suggestions are offered by two creatures called Hoopie and Hoop, who encourage children to discuss with their parents the dangers illustrated in the text (Cost: $3.00 for the package of three).

Hoopie & Hoop Publishers, Box 100, Louisville, Kentucky 40232.

Strangers. A child-safety book by Dorothy Chlad that cautions children about avoiding strangers. The 31-page book is designed to help children form proper attitudes and habits (Cost: $5.95).

National Safety Town Center, P.O. Box 39312, Cleveland, Ohio 44139.

Parent Kidnapping. A handbook for parents, police, attorneys, prosecutors, family-court judges, and others who deal with cases of

parental kidnapping. Includes an explanation of laws on parental abduction and practical information on measures that parents can take to prevent parental kidnapping.

Directory of Support Services and Resources for Missing and Exploited Children. A listing of nonprofit or public organizations around the country that offer programs to help families and child victims of abduction and exploitation.

Child Protection. A brochure that offers safety tips for parents and children.

Guide to Selected State Legislation. Outlines legislative reforms enacted in states across the country that address the rights of missing and exploited children. The guide is an easy-to-understand model for taking action on the state and local legislative levels (Cost: free).

Investigator's Guide to Missing Child Cases. A handbook designed for use by law enforcement officers.

National Center for Missing and Exploited Children, 1835 K Street, N.W., Suite 700, Washington, D.C. 20006.

Stolen Children. A handbook by John Gill, which offers "how-to" information on locating missing children.

Children's Rights of New York, Inc., 10 Maple Street, Stony Brook, New York 11790.

How to Protect Your Child: A Guide to Help Prevent Child Abductions. A brochure that lists preventive tips to assist parents and teachers in protecting their children from abduction.

Safe Home Program. Includes materials to help concerned citizens establish a "safe home" program in their neighborhood and suggestions for helping children understand and identify "safe" homes in the event that they are endangered.

National Child Safety Council, 4065 Page Avenue, P.O. Box 1368, Jackson, Michigan 49204.

Child Find distributes the following materials for use by teachers, parents, and students:

Childfinders Kit – A kit that serves as a portfolio, to be developed over the years, with pertinent information and updated photographs of the child. The kit also can be used to preregister the child with Child Find. Should an abduction occur, it contains readily available information on the child.

Directory of Missing Children. Annual publication with supplements (Cost: $10.00).

Bookmarks printed with cautionary stories and the organization's toll-free number for abducted children and informants (Cost: $2.50 for 35).

Bright yellow 8½x14-inch poster plus accompanying lesson plan (Cost: $2.00; $6.00 for five sets).

Child Find, Inc., P.O. Box 277, New Paltz, New York 12561.

"Information Sheets" – Literature discussing teachers' roles in identifying and reporting kidnap- or runaway-related behavior. Provides information about voluntary fingerprinting, school absentee reporting systems, and the role of school records in solving and preventing child abductions.

Dee Scofield Awareness Program, Inc., 4418 Bay Court Avenue, Tampa, Florida 33611

List of currently available programs that educate children on self-protection safety (Cost: $2.00).

National Committee for the Prevention of Child Abuse, P.O. Box 2866, Chicago, Illinois 60690.

Reward News Letter. An information and news-gathering publication dedicated to the prevention of child abduction. Publishes descriptions, vital statistics, and photographs of missing children (Cost: $85.00 per entry, no charge to those who cannot afford publication fee).

Reward News Letter, P.O. Box 505, Huntington Station, New York 11746.)

Take a Bite Out of Crime: How to Protect Children. A handbook designed to help parents and teachers teach children how to be safe and prevent crime.

Office of Justice Assistance, Research, and Statistics, U.S. Department of Justice, available through the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Child Lures: A Guide to Prevent Abductions. A booklet underwritten by the Ralston Purina Company, which is based on interviews of child molesters and murderers on how they lured children into exploitative situations. It is designed to be used by teachers and parents to teach their children to think critically and act accordingly to recommendations contained in the guide. Prepared by the National Coalition for Children's Justice.

Ralston Purina Company, Breakfast Foods Division, Checkerboard Square, St. Louis, Missouri 63164.

"20/20: The Lures of Death" *ABC News.* A 13½-minute video that looks at tactics used by child murderers to lure victims and describes what parents may do to protect children against abduction (free for loan).

MTI Teleproductions, Inc., 108 Wilmot Road, Deerfield, Illinois 60015; 1-800-323-5343.

Stolen Children: How and Why Parents Kidnap Kids and What to Do About It. Part of a 29-book set that deals with broken homes. Reading level, 5 to 8; interest level, 6 and up (Cost: $8.20 each).

Econo-clad Books, 2101 N. Topeka Blvd., Topeka, Kansas; 1-913-233-4252.

How Safe Are Your Children? A 24-minute video that deals with the issues of latchkey children and child kidnapping through the eyes of one latchkey child and two families who experienced child kidnapping. Offers tips for dealing with both situations.

KIVI Channel 2 News, 5915 Berthold Avenue, Saint Louis, Missouri 60110.

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